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THE NEW JERSEY CLASSICAL ASSOCIATION

On November 22-23 there was held at The State University of New Jersey, at New Brunswick, a session (the first, I believe) of the New Jersey State High School Conference. Places on the programme had been assigned to certain State Associations, such as the New Jersey Mathematics Teachers' Association, the Association of Modern Language Teachers of New Jersey, High School Commercial Teachers' Association of New Jersey, Association of Teachers of English of New Jersey. There were also several Conference Groups representing different subjects, among them the Conference Group Representing Teachers of Classical Studies.

The programme of the last named Group was as follows: Some Matters of Elementary Latin Grammar, Professor William Hamilton Kirk, Rutgers College; A Few Items in Dante's Debt to Vergil, Mr. R. F. Haulenbeek, Barringer High School, Newark; The War and the Classics, Dean Andrew Fleming West; Meeting the Issues, Miss Frances E. Sabin; Latin in a Junior High School, Miss Alta Tozer, Cleveland Junior High School, Newark; Remarks on the Teaching of Latin, Professor Charles Knapp.

Mr. Arthur S. Chenoweth, of the Atlantic City High School, presided.

After the programme had been concluded, The Classical Association of New Jersey was organized, with Mr. Chenoweth as President, and Mr. William Wallace King, of the Barringer High School, Newark, as Secretary.

By next Thanksgiving time a more formal organization will be effected. Meanwhile all will wish the new Association success. C. K.

THE CLASSICAL CLUB OF PHILADELPHIA

The 141st meeting of The Classical Club of Philadelphia was held on Friday evening, December 6, with thirty members and guests present. The guest of the evening was Professor Charles Upson Clark, of the American Academy at Rome, who for two hours delighted the Club with an informal talk upon the more intimate diplomatic and military phases of the great war, based on personal knowledge and unsurpassed opportunity for observation.

B. W. MITCHELL, *Secretary*.

THE AMERICAN ACADEMY OF ARTS AND LETTERS AND THE CLASSICS

Lovers of the Classics were delighted to read, in the newspapers of Monday, December 16, that at the meeting of the American Academy of Arts and Letters, held the preceding day, Professor Paul Shorey, of the University of Chicago, had been elected a member of the Academy, to fill the vacancy caused by the death of Andrew D. White. The tribute to the Classics involved in this election, and the tribute to Professor Shorey, the valiant and doughty champion of the Classics, was made unmistakable, and all the more

pronounced, by the adoption of the following resolution:

"At a time when the habit of change threatens to unsettle all convictions and re-estimate all values, when war has concentrated the intelligence of the world on mastering the secrets of power latent in the physical forces of nature, when the readjustments of reconstruction direct attention to the practical needs of the importunate present, the American Academy wishes to record its abiding faith in those intellectual traditions and spiritual aspirations of humanity which in their sum constitute 'the things that are more excellent'. Literature, including not only the best reports of the current life and the passing hour, but the selected treasures of the European centuries from Homer to Tennyson, is simply the recorded memory of civilized mankind, the chief thing that distinguishes mankind from creatures that live only by the consciousness of the moment. By reasons of conditions not likely to recur, the noble literatures of Greece and Rome possess liberal and special excellences not easily reproduced, and a peculiar power to stimulate, enlarge, and liberate the awakening intelligence of studious youth. They have a further and hardly less weighty significance as the source of inspiration and the indispensable key to the full understanding of nearly all of the best books of the modern world.

There have been times when excessive emphasis of these truisms forced the study of the Classical languages upon reluctant or unfitted minds to the retarding of educational progress and the neglect of other not less essential studies. Those days are passed and their controversies concern us no more. It is no longer a question of exclusive predominance of the Classics in education, but of their suppression. The study of the Classics is not an obstacle, but an aid to the fostering and prosecution of those scientific inquiries upon which modern civilization depends.

With no desire to revive obsolete controversies, and without attempting to anticipate the details of a curriculum, the Academy believes that, in a broad view of present conditions, thoughtful Americans ought to use their influence to encourage rather than to discourage (1) the basic study of a substantial amount of Latin, and, wherever practicable, of Greek, in our Secondary Schools; (2) the cultural study of Greek and especially of Latin in our Colleges; (3) the scientific study of Classical antiquity in the Graduate Schools of our Universities. The triumph of the opposite policies will lower the intellectual and aesthetic standards of our Secondary Schools, and the average culture of the American people, and, in the absence of any controlling sense of linguistic laws and historic derivations, will debase their written and spoken English. It will convert into a mere technical or vocational School the liberalizing and elevating American College, which, however imperfectly, has trained the statesmen, the writers, and the leaders of opinion who have made the America we know and love. It will destroy the young and flourishing school of productive American scholarship just as it is emancipating itself from the old provincialism and from the old dependence on Germany, and is preparing to take its true place in the fellowship of scholars throughout the world".

C. K.